**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 14-4 Feet and Inches** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Inch  Foot |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| “Show me how long you think a foot is? An inch is?”  “When do people use this?” (holding up a ruler)  “Why do they use it?”  “What is it for?”  “Could I use a stick instead of this?” (holding up a stick that is shorter/longer and the ruler) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   **Vocabulary: inch and foot (Marzano)**  ***Day 1:***  \*This is the word “inch” / “feet”  \*Repeat the word 3 times  \*turn to your neighbor and tell your neighbor what you think it is?  \*Examples and Non-Examples  \* “Tell your neighbor what you think it is”  \*Draw what you think it means.  Mini Vocabulary Lessons:  Give each student a ruler. Explain what a foot is and what it looks like. Explain what an inch is and what it looks like. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Demonstrate how to use the ruler (ex. Starting at the zero). Teacher will have a variety of objects. As a whole group, they will determine if the object is an inch, a foot, or neither (estimating).  **“Why do you think this is an inch? Foot? Neither?”**  **“Can you explain it?”**  **“Could it be longer? Shorter?”**  **Extension: “Can you tell how many inches are on this ruler?”** | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Each table group will have a small box of objects with different lengths. Each group will classify the objects into 3 categories: 1 inch, 1 foot, and neither. They will use their rulers to measure and categorize.  After categorizing, each group will show the whole class something they found that was an inch, a foot, and neither. They will explain why it is what it is. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Students will go around the room to find something that is an inch and a foot. After finding something, they will draw what they found and write if it was an inch or a foot.  Turn in for teacher to check for understanding. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Drawing of objects found measuring an inch or a foot. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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